Texas Education Agency
Standard Application System (SAS)

2014–2017 Texas Title I Priority Schools, Cycle 3

Program authority:	P.L.107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)	**FOR TEA USE ONLY** Write NOGA ID here:
Grant period:	August 1, 2014 – July 31, 2017. Pre-award costs permitted from grant preliminary award date to July 31, 2014.	
Application deadline:	5:00 p.m. Central Time, May 20, 2014	*Place date stamp here.*
Submittal information:	**Six** complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494	RECEIVED TEXAS EDUCATION AGENCY 2014 MAY 19 AM 11: 07 DOCUMENT CONTROL CENTER DISCRETIONARY GRANTS
Contact information:	Shayna Ortiz Sheehan: shayna.sheehan@tea.state.tx.us; (512) 463-2617	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	Vendor ID #	Mailing address line 1		
Santa Maria Independent School District	116107047110040	P.O. Box 448		
Mailing address line 2	City		State	ZIP Code
	Santa Maria		TX	78592

County-District #	Campus number and name	ESC Region #	US Congressional District #	DUNS #
031-913	101 - Tony Gonzalez Elementary School	01	#34	836341222

Primary Contact

First name	M.I.	Last name	Title
Maria	J	Chavez	Superintendent
Telephone #	Email address		FAX #
956-565-6308	mchavez@smisd.net		956-565-0598

Secondary Contact
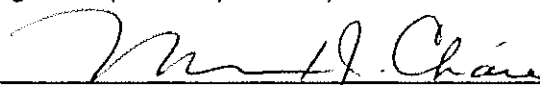
First name	M.I.	Last name	Title
Rogelio		Campa	District Shepherd
Telephone #	Email address		FAX #
956-565-6309	rcampa@smisd.net		956-565-6720

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Maria	J	Chavez	Superintendent
Telephone #	Email address		FAX #
956-565-6308	mchavez@smisd.net		956-565-0598
Signature (blue ink preferred)			Date signed

signature

May 15, 2014

Only the legally responsible party may sign this application.

Schedule #1—General Information	
County-district number or vendor ID: 116107047110040	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
7	Payroll Costs (6100)	☐	☐
8	Professional and Contracted Services (6200)	☐	☐
9	Supplies and Materials (6300)	☐	☐
10	Other Operating Costs (6400)	☐	☐
11	Capital Outlay (6600/15XX)	☐	☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
18	Equitable Access and Participation	☒	☐

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 116107047110040	Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
☒	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
☒	I certify my acceptance of and compliance with No Child Left Behind Act of 2001 Provisions and Assurances requirements.

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 116107047110040	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

☒   I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurances that if it receives TTIPS funds to serve one or more campus that it will ensure that each campus receives all of the state and local funds it would have received in the absence of the TTIPS grant funds. As a result, an LEA must provide a TTIPS grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS grantee campus, and TTIPS funds must supplement the *amount* of those non-Federal funds. Note, however, that the campus does not need to demonstrate that TTIPS funds are used only for activities that supplement those activities the campus would otherwise provide with non-Federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The LEA provides assurance that it will meet the following federal requirements: A. Use its School Improvement Grant to implement fully and effectively an intervention in each Priority or Tier I and Tier II school that the LEA commits to serve consistent with the final requirements. B. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Priority or Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds. C. If it implements a restart model in a Priority, Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements. D. Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality. E. Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding. F. Report to the SEA the school-level data required under section III of the final requirements.
4.	The LEA provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.

5.	If the LEA/campus selects to implement the **turnaround model**, the campus **must** implement the following federal requirements.
	A. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates;
	B. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students;
	    1. Screen all existing staff and rehire no more than 50 percent; and
	    2. Select new staff.
	C. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;
	D. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 116107047110040	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

#	Provision/Assurance
5.	E. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability; F. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; G. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students; H. Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and I. Provide appropriate social-emotional and community-oriented services and supports for students.
6.	If the LEA/campus selects to implement the school **closure model**, the campus **must** implement the following requirement. A. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available. B. A grant for school closure is a one-year grant without the possibility of continued funding.
7.	If the LEA/campus selects to implement the **restart model**, the campus **must** implement the following federal requirements. A. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA. B. Enroll, within the grades it serves, any former student who wishes to attend the school.

8.	If the LEA/campus selects to implement the **transformation model**, the campus **must** implement the following federal requirements.
	1. Develop and increase teacher and school leader effectiveness.
	(A) Replace the principal who led the school prior to commencement of the transformation model;
	(B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--
	  1. Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
	  2. Are designed and developed with teacher and principal involvement;
	(C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;
	(D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and
	(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.

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Part 3: Program-Specific Provisions and Assurances

#	Provision/Assurance

8.	2. Comprehensive instructional reform strategies.
	    (A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and
	    (B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.
	3. Increasing learning time and creating community-oriented schools.
	    (A) Establish schedules and strategies that provide increased learning time; and
	    (B) Provide ongoing mechanisms for family and community engagement.
	4. Providing operational flexibility and sustained support.
	    (A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and
	    (B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).

9.	An LEA with nine (9) or more priority schools, may not implement the Transformation Model in more than 50 percent of those schools.
10.	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant. The applicant also provides assurance that TEA will be notified immediately of any changes to this contact.
11.	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Advancing Improvements in Education Conference, and sharing of best practices.
12.	The applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA and/or its subcontractors.
13.	The applicant will establish or provide evidence of a system of formative assessment aligned to the Texas Essential Knowledge and Skills which provides robust, targeted data to evaluate the effectiveness of the LEA's curriculum and its alignment with instruction occurring on the campus; assesses progress on student groups' academic achievement at the campus level; and guide instructional decisions by teachers for individual students.
14.	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.
15.	The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors.
16.	The applicant, if selecting the Restart Model, agrees to contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.
17.	The applicant, if selecting the Turnaround Model or Transformation Model agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.

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Part 3: Program-Specific Provisions and Assurances

#	Provision/Assurance
18.	The LEA/campus assures TEA that data to meet the following federal requirements will be available and reported as requested. A. Number of minutes within the school year. B. Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the "all students" group, for each achievement quartile, and for each subgroup.(ethnicity, sex, disability status, LEP status, economically disadvantaged status, migrant status) C. Number and percentage of students completing advanced coursework (e.g., AP/IB) early-college high schools, dual enrollment classes, or advanced coursework **and** dual enrollment classes. (High Schools Only) D. College enrollment rates. (High Schools Only) E. Teacher Attendance Rate F. Student Attendance Rate G. Student Completion Rate H. Student Drop-Out Rate I. Locally developed competencies created to identify teacher strengths/weaknesses J. Types of support offered to teachers K. Types of on-going, job-embedded professional development for teachers L. Types of on-going, job-embedded professional development for administrators M. Strategies to increase parent/community involvement N. Types of strategies which increase student learning time O. Number of teachers and principals at each performance level (proficient/non-proficient) used in the district evaluation systems for assigning teacher and principal performance ratings.

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Schedule #4—Request for Amendment	
County-district number or vendor ID: 116107047110040	Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration Grant Management Resources page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

#	Schedule #	Class/ Object Code	A Grand Total from Previously Approved Budget	B Amount Deleted	C Amount Added	D New Grand Total
1.	Schedule #7: Payroll	6100	$	$	$	$
2.	Schedule #8: Contracted Services	6200	$	$	$	$
3.	Schedule #9: Supplies and Materials	6300	$	$	$	$
4.	Schedule #10: Other Operating Costs	6400	$	$	$	$
5.	Schedule #11: Capital Outlay	6600/ 15XX	$	$	$	$
6.	Total direct costs:		$	$	$	$
7.	Indirect cost (%):		$	$	$	$
8.	Total costs:		$	$	$	$

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Schedule #4—Request for Amendment (cont.)			
County-district number or vendor ID: 116107047110040		Amendment # (for amendments only):	
Part 4: Amendment Justification			
Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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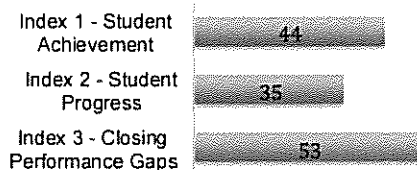| Schedule #5—Program Executive Summary	
County-district number or vendor ID: 116107047110040	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Santa Maria ISD (SMISD) has developed this proposal for the Texas Title I Priority Schools program to implement the TEA Transformation model for the Tony Gonzalez Elementary School, in order to address this persistently low-performing school's vital need to improve student achievement, particularly in raising literacy outcomes, in addressing the needs of ELL children, and to improve teacher and instructional quality. Out of over 1000 Texas public schools, Gonzalez Elementary was as eligible for this program because of its placement in the lowest 250 campuses in terms of achievement results in reading and math. Gonzalez Elementary's 2013 Accountability rating assigned was "Improvement Required;" it did not meet two of the three applicable performance indices set by TEA. Index 1 and 3 fell short of the State's target (44 versus 50 and 53 versus 55), while index 2 met the target, and reveals great potential on which we intend to build. We feel the fact that students are making progress illustrates what great educators know – that given the right environment and tools, all children can achieve academic success.

Gonzalez Elementary
2012-13 Overall Performance

Index 1 - Student Achievement: 44
Index 2 - Student Progress: 35
Index 3 - Closing Performance Gaps: 53

DEMOGRAPHICS AND NEEDS ASSESSMENT: SMISD, the 8th poorest district (of 1034) in Texas, is located within Cameron County, which according to 2010 Census data is at a staggering 270% below the state average in per capita income. Tony Gonzalez Elementary serves an extremely low income, geographically isolated and low-resourced community where families mainly speak Spanish in the home and whose children have not had the opportunity to obtain the quality education they need to improve the lives and futures. The Title I Priority Schools program is desperately needed to support the infusion of resources, training and new practices and strategies that will empower the school's leadership, teaching staff, and families to provide Santa Maria's young children with the excellent education they richly deserve. We currently serve a student body that is 95.99% economically disadvantaged, 52.14% Limited English Proficient, and 98.4% Hispanic. Also, 40% of SMISD students are considered at-risk. The Project Team reviewed needs of this small rural district in order to ensure the grant goals and purposes fit with the particular needs, which all centered around improved student academic achievement and support for overall student development. A thorough needs assessment (described in Schedule 13) helped us identify root causes of the academic results. We found that the gaps and barriers exist mainly in two areas: (1) meeting the needs of our ELL population which makes up over half of our student body and (2) developing our instructional team, particularly our teaching staff of whom over half have approximately 5 years or less experience in the classroom and urgently need training and tools. The school's teachers must improve effectiveness and so extensive training on using data is required. This will be achieved with a comprehensive and holistic strategy to improve student success, and to develop our team of professionals for sustaining this success. In conducting the required needs assessment we found that key needs are directly aligned with authorizing legislation and intent of this program, therefore, implementing the program on these campuses meets the overall stated purpose of this grant.

PROJECT DESIGN: A comprehensive project design for the TRANSFORMATIONAL MODEL has been developed that contains activities and interventions based on solid research and best practices, and also that directly relate to the needs assessed and the grant goals. As required by the NCLB Highly Qualified Teacher Provision, our project design is grounded on ensuring that low-income and minority students are taught by teachers that meet or exceed the State and Federal standards of quality and experience. The design deliberately focuses on acquiring tools that develop staff capacity and that are directly linked to raising student achievement. We specifically address our lowest performing academic areas (reading, writing and math). Being a small district and a small school, we have involved over 90% of the campus staff in a meaningful way, as well as over 50% of the administrative staff, both in the development of the proposal and in the execution of this program if awarded. We have designed systems that will empower all team members and stakeholders to share in the decision-making opportunities, which we feel will foster a true team approach to reaching our program goals and maximize the project's impact campus-wide.

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Schedule #5—Program Executive Summary (cont.)	
County-district number or vendor ID: 116107047110040	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

PROJECT SERVICES: We have developed project services that provide equitable access and meet the need of all students, while also developing specific tools for our highest need children. The project services were selected not only because of their evidence-based track record, but also because they help us build on promising practices in our district as well as other districts that have similar demographics and are experiencing successes with their students. Our external partners play an important role: to help Gonzalez Elementary build capacities that are sustainable even after grant cycle completion. We have deliberately selected vendors and tools that will teach the skills and practices needed to improve student performance, rather than those that would require a 'turnkey' approach, meaning we would need to continue to outsource their particular service. **MANAGEMENT PLAN:** To ensure consistent high quality management of this project, the project team includes experienced professionals responsible for each level of program activities. The project is overseen by a Project Director (PD) working with a District Coordinator of School Improvement who ensures effective implementation of all components of the school improvement process. Together with assembling a team of effective programmatic and support staff, along with external support providers, the project team implements a process of continuous evaluation and improvement. Sustainability is a key factor that is the responsibility of the project team and plans for sustainability are developed throughout the project period. **EVALUATION PLAN:** The SMISD team will use qualitative and quantitative data methods and analysis (see Schedule 15) to gather information, make informed decisions on program efficacy, and guide progress measurement and program adjustment throughout the grant project. During the project, the team will consider all goals and objectives stated in this proposal, which include but are not limited to academic achievement, attendance, promotion rates, teacher improvement and family/community engagement. The PD will assist administrators in completing all reports as required by TEA. The signature of the Superintendent and responses in each section ensure that the entire project team has read and understands all statutory and agency requirements of this grant, and are committed to achieving the goals and purpose of this program. **APPROPRIATENESS OF BUDGET:** The budget for this grant was developed by the Project Team, which was led by the Superintendent, and consisted of various administrators and stakeholders. The planning team met numerous times to determine funding needs based on district and camps improvement plans, current district and school funding sources, student achievement gaps, campus needs and assets, current parent involvement levels, and informal input from teachers, parents and students. Cost analysis was performed to ensure the reasonableness of cost balances with expected student outcomes. Our most current data shows that expenditure per student at Gonzalez Elementary is $4,063; this is less than half of the average sending per pupil across Texas, which is $8,276. This proposal will help us to raise the expenditure per child to approximately $6,500. While still only 78% of the state average, this increased spending will nevertheless produce a return on investment that will remain in place long after the project concludes. **STATUTORY REQUIREMENTS:** In planning this grant, the project team reviewed the Statutory Requirements included in the application guidelines, and in writing this proposal ensured that each Statutory Requirement was included within the project design. **PRIORITY POINTS:** Gonzalez Elementary meets a total of the following 15 priority points as listed in the TTIPS application guidelines: schools not previously served with TTIPS SIG funds (5 points); schools Title I Served on the application due date (5 points); schools in LEAs that have not had TTIPS SIG funding terminated (5 points). **CONCLUSION:** SMISD is committed to maintaining progress gained through this grant program, and ensuring that changes made through TTIPS will continue to benefit the school, its students and its staff. A new administration team and new teaching staff in the current school year have introduced progress and a spirit of hope for the future. This grant will put into place elements that will effectively transform the school's instructional climate and student achievement. The cooperation and coordination of the Project Team will ensure that funding from local, state, federal, and private funding is committed to the program after grant funding concludes. The demonstrated campus need is aligned to the goals of the grant, and we are confident that the sound grant design being submitted will deliver academic results for our students. The project team will address issues of coordinated funding and sustainability at least quarterly during their regularly scheduled meetings and at monthly grants management meetings. As stated in a TEA webinar for this program, we have a strong community-wide *"Commitment to raise student achievement through sustainable actions"*. In summary, the authorizing Federal legislation as well as the TEA guidance for this program aligns to the vision and needs of the district. The intervention model selected (Transformational) and strategies to be implemented are consistent with grant requirements, and equally as important, with the needs of our students.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 116107047110040	Amendment # (for amendments only):

Program authority: P.L.107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)	

Project period: August 1, 2014 – July 31, 2017. Pre-award costs permitted from grant preliminary award date to July 31, 2014.	Fund code: 276

Budget Summary

Schedule #	Title	Class/ Object Code	3-Year Program Cost	3-Year Admin Cost	3-Year Total Budgeted Cost	Pre-Award
Schedule #7	Payroll Costs (6100)	6100	$1,839,600	$	$1,839,600	$
Schedule #8	Professional and Contracted Services (6200)	6200	$619,610	$	$666,610	$17,000
Schedule #9	Supplies and Materials (6300)	6300	$22,500	$	$22,500	$
Schedule #10	Other Operating Costs (6400)	6400	$192,300	$	$192,300	$
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	$181,500	$	$181,500	$
Total direct costs:			$2,872,510	$	$	$
Percentage% indirect costs (see note):			N/A	$	$89,310	$
Grand total of budgeted costs (add all entries in each column):			$	$	*$2,991,820	$17,000

Administrative Cost Calculation

Enter the total grant amount requested:	*$2,991,820
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$149,591

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application.

Annual Budget Breakdown			
Year 1	Year 2	Year 3	3-Year Total Budget Request
$1,048,468	$983,014	$960,338	*$2,991,820

Note: No more than $2,000,000 per year may be requested. *Total Budget Request above must match.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #7—Payroll Costs (6100)				
County-district number or vendor ID: 116107047110040		Amendment # (for amendments only):		
Employee Position Title	**Estimated # of Positions 100% Grant Funded**	**Estimated # of Positions <100% Grant Funded**	**Grant Amount Budgeted**	**Pre-Award**
Academic/Instructional				
1	Teacher (reduce class sizes in critical grades & support ELL student groups)	1		$120,000	$0
2	Educational aide				
3	Tutor (interventions and extended learning time)	6		$69,000	$0
Program Management and Administration				
4	Project director (manage entire program)	1		$189,000	$0
5	Project coordinator (execute specific objectives of program & coordinate partners)	1		$120,000	$0
6	Teacher facilitator (Interventionists deliver instruction in new intervention block & blended learning model)	2		$240,000	$0
7	Teacher supervisor (Instructional Coaches assist with instructional quality in all classrooms)	2		$270,000	$0
8	Secretary/administrative assistant (assists in meeting goals)	1		$75,000	$0
9	Data entry clerk (data entry and required reporting)	1		$63,000	$0
10	Grant accountant/bookkeeper				
11	Evaluator/evaluation specialist				
Auxiliary				
12	Counselor (assist in college readiness & school culture)		1	$165,000	$0
13	Social worker (support families & students in accessing resources needed for support)		1	$117,000	$0
14	Community liaison/parent coordinator (execute parent & community involvement objectives of grant)		1	$90,000	$0
Other Employee Positions				
21	Title			$	$
22	Title			$	$
23	Title			$	$
24	Subtotal employee costs:			$	$
Substitute, Extra-Duty Pay, Benefits Costs				
25	6112	Substitute pay (For teachers to attend specific instructional quality school wide trainings that are not held on PD days and in-service calendar days)	$15,000	$0
26	6119	Professional staff extra-duty pay	$	$
27	6121	Support staff extra-duty pay	$	$
28	6140	Employee benefits – (20% District Rate)	$306,600	$0
29	61XX	Tuition remission (IHEs only)	$	$
30	Subtotal substitute, extra-duty, benefits costs			$	$
31	**3-Year Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**			$1,839,600	$

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration Grant Management Resources page.

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Schedule #8—Professional and Contracted Services (6200)			
County-district number or vendor ID: 116107047110040		Amendment # (for amendments only):	
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.			

	Expense Item Description	Grant Amount Budgeted	Pre-Award
6269	Rental or lease of buildings, space in buildings, or land	$	$
	Specify purpose:		
6299	Contracted publication and printing costs (specific approval required only for nonprofits)	$	$
	Specify purpose:		
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	$	$

Professional Services, Contracted Services, or Subgrants Less Than $10,000				
#	Description of Service and Purpose	Check If Subgrant	Grant Amount Budgeted	Pre-Award
1	**Motivational Speakers** – described in plan as important part of building a positive school culture. Speakers will come two to four times a year to student assemblies, family events, and staff development days.	☐	$6,000	$0
2		☐	$	$
3		☐	$	$
4		☐	$	$
5		☐	$	$
6		☐	$	$
7		☐	$	$
8		☐	$	$
9		☐	$	$
10		☐	$	$
b.	Subtotal of professional services, contracted services, or subgrants less than $10,000:		$6,000	$0

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000			
1	Specify topic/purpose/service: Staff Development / **Region One ESC** – Various trainings needed to meet CSFs described.	☐ Yes, this is a subgrant	
	Describe topic/purpose/service: Trainings include but not limited to ELL Success Training, DMAC, TAPR data training, Distributed Leadership, Professional Learning Communities. Pre-Award allows us to begin the necessary components of the ELL training at the time of announcement and before the school year begins in August, allowing teachers to start the new year confident with foundational strategies.		

1	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
	Contractor's payroll costs:	# of positions: NA	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$60,000	$12,000
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$60,000	$12,000

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Schedule #8—Professional and Contracted Services (6200) (cont.)			
County-district number or vendor ID: 116107047110040		Amendment number (for amendments only):	

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000 (cont.)

	Specify topic/purpose/service: Targeted Interventions / **Sylvan Learning** – Support in Reading and Math for struggling students in grades 3rd, 4th and 5th.		☐ Yes, this is a subgrant	
2	Describe topic/purpose/service: Sylvan will help assess, develop ability groupings based on assessments, write lesson plans, and provide TEKS aligned curriculum and supplies for a total of 50 3rd, 4th and 5th grade students per term for 3 terms (Fall, Spring, Summer). Students will be selected based on need and will receive services in Reading and/or Math as deemed necessary by scores. Tutorials will take place before, during (intervention period) or after school as well as on weekends and summers as new extended learning calendar warrants. Sylvan will train SMISD Teachers and Tutors (in 6100 line item) to carry out the Sylvan program, which builds sustainability and scalability beyond the grant completion.			
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**	**Pre-Award**
	Contractor's payroll costs: $90,000	# of positions: 2	$102,000	$0
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$73,000	$0
	Contractor's other operating costs		$80,000	$0
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$255,000	$0

	Specify topic/purpose/service: Professional Development / **Dual Language Training Institute** - Literacy Strategies and Support for serving ELL students.		☐ Yes, this is a subgrant	
3	Describe topic/purpose/service: The DLTI will provide initial training and follow up trainings on site. The trainings include systems for setting up one-way and two-way dual language education, thereby providing greater equality and bi-literacy opportunities. Because school achievement scores is largely based on the extent and quality of the native language instruction, this program will serve as the ELL support that complements the Region One tools described previously.			
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**	**Pre-Award**
	Contractor's payroll costs:	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$54,000	$0
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$54,000	$0

	Specify topic/purpose/service: Evaluation Services / **Grants Research and Evaluation** - consultant providing eternal evaluation		☐ Yes, this is a subgrant	
4	Describe topic/purpose/service: For over 20 years Dr. Quiroz has been in the education field. Her experience ranges from classroom teacher, to administrator overseeing large Title I programs, to director of Assessment in a large school district. She is the founder and CEO of Grants, Research and Evaluation (GRE) where she has been focused solely on overseeing and evaluating mulit-million dollar grants in the Rio Grande Valley. She specializes in formative and summative reporting as required by Federal and State grants. Dr. Quiroz is fluent in developing logic models for research and program development and as such using those designs to guide the evaluation process. She is experienced with both qualitative and quantitative research methods as well as with human subject protocols and regulations. She is proficient in a host of research tools including survey development, interview and focus group protocols, case study and statistical analysis of quantitative data. She has also served as a grant reviewer for numerous federal, state and foundation grantors.			
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**	**Pre-Award**
	Contractor's payroll costs:	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$

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	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$45,000	$0
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$45,000	$0

5	Specify topic/purpose/service: Professional Services / **National Staff Development Council, Maria Berta Montecillo Mejia** - consultant providing professional development strands from National Staff Development Council		☐ Yes, this is a subgrant	
	Describe topic/purpose/service: Consultant will be responsible for carrying out staff development programs by the National Staff Devt. Council (NSDC). NSDC strands will include context, process and content standards. Elementary teachers and principal will attend. This staff development and coaching is the unifying thread that will seamlessly aide the project team and the Superintendent in maximizing impact for all professional development and training in the grant objective.			
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**	**Pre-Award**
	Contractor's payroll costs:	# of positions: 1	$194,610	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$194,610	$0

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Schedule #8—Professional and Contracted Services (6200) (cont.)	
County-district number or vendor ID: 116107047110040	Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000 (cont.)

6

Specify topic/purpose/service: Professional Services / **LEAD4Ward** – Contracted services with firm to providing professional development needed for principal and teachers

☐ Yes, this is a subgrant

Describe topic/purpose/service: LEAD4Ward will deliver specialized training for administrators and teachers. Star4ward is a series of videos that will be developed on specific instructional topics and can be used as needed between trainings. Leaders will receive training in creating engaging learning environments, learning how to prioritize data, spotting vertical and horizontal trends, and implementation of professional development for teams. Teachers will receive the most up to date training on the design and structure of TEKS, including categorization of process, readiness and supporting standards. Instructional strategies on delivery of math and reading/writing curriculum are also developed in trainings. Pre award allows us to begin the baseline trainings before school year commences.

Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
Contractor's payroll costs:	# of positions:	$	$
Contractor's subgrants, subcontracts, subcontracted services		$	$
Contractor's supplies and materials		$	$
Contractor's other operating costs		$	$
Contractor's capital outlay (allowable for subgrants only)		$37,000	$5,000
	Total budget:	$37,000	$5,000

7

Specify topic/purpose/service: Professional Services / **South Texas Literacy Coalition** – Literacy support for students and families in the Santa Maria Community

☐ Yes, this is a subgrant

Describe topic/purpose/service: STLC will deliver parent workshops, resources for literacy initiatives in the community, and Adult Basic Education for parents of elementary students.

Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
Contractor's payroll costs:	# of positions:	$	$
Contractor's subgrants, subcontracts, subcontracted services		$	$
Contractor's supplies and materials		$	$
Contractor's other operating costs		$15,000	$0
Contractor's capital outlay (allowable for subgrants only)		$	$
	Total budget:	$15,000	$0

8

Specify topic/purpose/service:

☐ Yes, this is a subgrant

Describe topic/purpose/service:

Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
Contractor's payroll costs:	# of positions:	$	$
Contractor's subgrants, subcontracts, subcontracted services		$	$
Contractor's supplies and materials		$	$
Contractor's other operating costs		$	$
Contractor's capital outlay (allowable for subgrants only)		$	$
	Total budget:	$	$

		Grant Amount Budgeted	Pre-Award
c.	Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:	$	$
a.	**Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:**	$666,610	$17,000

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b.	Subtotal of professional services, contracted services, or subgrants less than $10,000:	$6,000	$
c.	Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:	$600,610	$5,000
d.	Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:	$60,000	$12,000
	(Sum of lines a, b, c, and d) 3-Year Grand total	$666,610	$17,000

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #9—Supplies and Materials (6300)							
County-district number or vendor ID: 116107047110040				Amendment number (for amendments only):			
Expense Item Description							
Technology Hardware—Not Capitalized							
6399	#	Type	Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Pre-Award
	1	Consumables and Supplies – School Climate Initiative	Consumables and supplies for student and staff school climate initiatives (Covey, Study Skills, College Ready, etc)		$9,000	$22,500	$0
	2	Consumables and Supplies – PD	Consumable training supplies for professional development		$4,500		
	3	Consumables and Supplies – Parents and Community	Supplies, videos, books, and other resources for parent resource room		$9,000		
	4				$		
	5				$		
6399	Technology software—Not capitalized					$	$
6399	Supplies and materials associated with advisory council or committee					$	$
	Subtotal supplies and materials requiring specific approval:					$	$
	Remaining 6300—Supplies and materials that do not require specific approval:					$	$
	3-Year Grand total:					$22,500	$0

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #10—Other Operating Costs (6400)			
County-district number or vendor ID: 116107047110040		Amendment number (for amendments only):	
Expense Item Description		**Grant Amount Budgeted**	**Pre-Award**
6411	Out-of-state travel for employees (includes registration fees)	$15,300	$
	Specify purpose: In-State Travel for Staff (includes registration fees) for Region One trainings, PBIS, DMAC, Prof. Learning Community, Texas Assessment Conference, Math and Reading Conferences, TTIPS Site Visits, etc.		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	$27,000	$
	Specify purpose: Travel for students (does not include field trips) to local College and University for STEM activities, math and literacy events		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	$150,000	$
	Specify purpose: Incentive program for high performing SMISD teachers - graduate level courses at UTPA (UTRGV)		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	$	$
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees	$	$
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance	$	$
6490	Indemnification compensation for loss or damage	$	$
6490	Advisory council/committee travel or other expenses	$	$
6499	Membership dues in civic or community organizations (not allowable for university applicants)	$	$
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	$	$
	Specify purpose:		
Subtotal other operating costs requiring specific approval:		$	$
Remaining 6400—Other operating costs that do not require specific approval:		$	$
3-Year Grand total:		$192,300	$0

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See TEA Guidelines Related to Specific Costs for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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\multicolumn{6}{c}{Schedule #11—Capital Outlay (6600/15XX)}

County-district number or vendor ID: 116107047110040	Amendment number (for amendments only):

\multicolumn{6}{c}{**15XX is only for use by charter schools sponsored by a nonprofit organization.**}

#	Description/Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Pre-Award
\multicolumn{6}{l}{**6669/15XX—Library Books and Media (capitalized and controlled by library)**}
1		N/A	N/A	$	$
\multicolumn{6}{l}{**66XX/15XX—Technology hardware, capitalized**}
2	Tech Hardware / **Docking Station** - to secure, store and charge tablets for student use in blended learning model	2	$1,500	$3,000	$
3	Tech Hardware / **Tablets** - for student use in blended learning model during interventions period	100	$300	$40,000	$
4	Tech Hardware / **Interactive handheld devices** and response set to use with Exit ticket systems for capturing student responses on weekly assessments in core subjects	150	$150	$27,500	$
5	Tech Hardware / **Desktop Computer** for Project Director use	1	$2,000	$2,000	$
6	Tech Hardware / **2 Laptop Computers** for professional development training room - needed for completing training videos, training assessments, and action learning projects	2	$1,500	$3,000	$
**66XX/15XX—Technology software, capitalized**
12	Tech Software / **Exit Ticket Systems** - provides real time student responses and produces mastery analysis at each lesson cycle. Tech based tool aides teacher with everything from differentiated instruction to seating charts to interpretation of assessment results. It informs instructional practices and helps teacher use data to increase effectiveness.		$15,000	$15,000	$
13	Tech Software / **Smarty Ants** - A computer based program that is core to the blended learning model for ELL support. To be used in literacy activities during intervention periods, extended learning times, and summer to support with vocabulary development, and other literacy skills.		$21,000	$21,000	$
14	Tech Software / **Imagine Learning** - A computer based program that is core to the blended learning model for Literacy and Math Skills. To be used in literacy activities during intervention periods, extended learning times, and summer.		$40,000	$40,000	$
15	Tech Software / **Compass Learning** - A computer based program that is core to the blended learning model for Math Skills. To be used in math activities during intervention periods, extended learning times, and summer.		$30,000	$30,000	$
**66XX/15XX—Equipment, furniture, or vehicles**
19			$	$	$
20			$	$	$
21			$	$	$

**For TEA Use Only**
Changes on this page have been confirmed with:	On this date:
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66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life		
29	$	$
3-Year Grand total:	**$181,500**	$0

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds					
County-district number or vendor ID: 116107047110040			Amendment # (for amendments only):		

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:			374	
Category	**Number**	**Percentage**	**Category**	**Percentage**
African American	0	0%	Attendance rate	97.2%
Hispanic	368	98.40%	Annual dropout rate (Gr 9-12)	DNA
White	6	1.60%	Annual graduation rate (Gr 9-12	DNA
Asian	0	0%	STAAR / EOC met 2013 standard, mathematics (standard accountability indicator)	65%
Economically disadvantaged	359	95.99%	STAAR / EOC met 2013 standard, reading / ELA (standard accountability indicator)	54%
Limited English proficient (LEP)	195	52.14%	Students taking the ACT and/or SAT	DNA
Disciplinary placements	3	1%	Average SAT score (number value, not a percentage)	DNA
			Average ACT score (number value, not a percentage)	DNA

Comments

Please note the campus being served in this grant is the elementary school. The numbers relative to dropout rates, graduation rates, and ACT/SAT scores are not available for elementary aged students. However, it should be noted that the district average for ACT is 14.7, which is **40% below the state average** of 21, and the district average for SAT is 1175, which is **20% below the state average** of 1470. The Santa Maria ISD graduates are extremely far off from the average college entrance exam scores of Freshmen attending UT Austin and Texas A&M this year (26-28 for ACT and 1400-1800 for SAT). It is also worth noting that the graduation rate fell by 7.9% between the 2011-12 and the 2012-2013 school years. It is our intention to set systems in place in the Elementary grades to reverse these trends long term. Almost half of our campus teachers have 5 years or fewer of classroom teaching experience. This supports our need for professional development.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American		%	No degree	0	%
Hispanic	17.5	89.6%	Bachelor's degree	19	%
White	1	5.3%	Master's degree	0	%
Asian		%	Doctorate	0	%
1-5 years exp.	8.7	44.7%	Avg. salary, 1-5 years exp.	$37,956	N/A
6-10 years exp.	5.2	26.8%	Avg. salary, 6-10 years exp.	$40,732	N/A
11-20 years exp.	3.3	16.6%	Avg. salary, 11-20 years exp.	$50,124	N/A
Over 20 years exp.	2.3	11.8%	Avg. salary, over 20 years exp.	$52,442	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)															

County-district number or vendor ID: 116107047110040 | Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	80	53	52	44	56	40	49								374
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	80	53	52	44	56	40	49								374

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	3	3	3	3	3	3	3								21
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	3	3	3	3	3	3	3								21

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Changes on this page have been confirmed with:	On this date:
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Schedule #13—Needs Assessment	
County-district number or vendor ID: 116107047110040	Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized, data sources that were reviewed and participants (including stakeholders) in the needs assessment process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

COMMUNITY CONTEXT: Tony Gonzalez Elementary School is the only elementary school in the Santa Maria Independent School District. Santa Maria itself is a census-designated place (CDP) located in the Rio Grande Valley of deep south Texas, specifically in Cameron County, which has one of the highest concentrations of poverty in the nation. However, poverty in Santa Maria itself exceeds even that of Cameron County, as shown in the table below.

State and Local Data - US Census 2010 and American Community Survey (ACS) 2012					
	Population Size	Number of Families	Per Capita Income	% of Pop. Below Poverty	% of Pop. Under 18 in Poverty
Santa Maria CDP	733	170	$7,399	42.1%	66.2%
Cameron County	417,276	116,839	$14,403	34.9%	44.8%
State of Texas	26,448,193	8,782,598	$25,809	17.4%	25.7%

Santa Maria's population of 733 is 99.5% Hispanic (ACS 2012). Many students who attend Santa Maria ISD live in "Colonias," extremely low-income communities located within 100 to 150 miles north of the Texas-Mexico border. Colonias are characterized by the lack of safe, sanitary, and sound housing, and many residents go without basic services such as potable water, adequate sewage systems, proper drainage, maintained streets and public utilities. These living conditions make it all the more difficult for Santa Maria's children to study, learn and gain the skills they need for educational success. This rural, geographically isolated community is extremely under-resourced, with the Santa Maria schools providing one of the few sources for local employment; the district's schools also provide the only local community gathering place. Tony Gonzalez Elementary is the first educational experience for Santa Maria's youngest children, and it is imperative that the school provide students with the quality education and supports they need in order to overcome their challenging life circumstances and become successful, productive community members. However, **Santa Maria ISD is the 8th poorest school district in Texas (of 1034)**, making clear that resources within the community to create positive change in the availability of quality educational experiences are extremely limited and severely needed.

METHODOLOGY FOR NEEDS ASSESSMENT AND UNCOVERING ROOT CAUSES: In preparation for this proposal to implement a Transformation model for Tony Gonzalez Elementary, Santa Maria ISD assembled a team to conduct a needs assessment to gather input from students, parents, teachers, administrators and community leaders, along with analysis of local education data. The campus needs assessment included analysis of campus demographics (374 students who are 95.99% economically disadvantaged, 52.14% Limited English Proficient, and 98.4% Hispanic). Additional components included of a simple survey tool, focus groups and interview by comment (a qualitative data collection method) involving principals, teachers, parents and students. Program staff reviewed results and shaped programming in response to needs identified by this analysis. Our community needs and gaps analysis described above entailed the use of multiple sources of data, including other campuses, as well as district-wide staff involvement. In addition to campus demographic data, the following data (as reported on page 20) was utilized in the campus needs assessment. **Student Achievement Data:** Analysis of standardized test results found that minority passing rates on standardized tests were 10%-15% lower those of Anglo students in small rural area districts by comparison. **Enrichment Programs:** A void exists for academic enrichment activities that are culturally relevant, and for opportunities for life-long learning and parental involvement. **Community-Level Data (Cameron County):** Literacy levels are severely low (43%) and educational attainment levels are low (35% of adults have not graduated from high school), pointing to a parent community with few resources to assist their children with school success; parents are in need of guidance around helping their children succeed; parents need support services themselves to increase literacy and income levels. **Community Needs:** These informed plans around transportation, family supports and other services to ensure high attendance and healthy students and families. **College and Career Planning:** Children in Santa Maria have few, if any,

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opportunities to travel or have experiences outside their very small community and have very little knowledge about college or career opportunities that are available to them. **Parent Findings:** These reinforced many of the conclusions drawn from the data sources listed above. For the most part ALL parents said that they currently fully back their child at home by encouraging their education, offering homework support, and staying in communication with the school. Additional resources parents would appreciate are: available tutoring services for children, guidance on support and financial preparedness for college, enrichment opportunities for students, and support for students with special needs. They expressed that their priority is for their children to obtain an education. Concerns expressed by parents include need for nutritious food, requests for scholarship awareness and guidance, and requiring that attendance at workshops is mandatory. Some examples of programmatic design based on the parent needs assessment include plans for adult basic education, educational workshops for families and bilingual reading materials.

STRATGIES FOR ALIGNMENT OF NEEDS AND PROPOSAL GOALS: Out of the needs assessment grew the development of strategies to address specific needs identified in our local objectives and the strategies described in this proposal. Multiple years of academic data point to key root causes. **The robust needs assessment effort aided in the identification of the following priority needs and shaped the development of the following key strategies: (1) academic improvement for all children starting with literacy skills (especially for those identified as ELL), (2) increased quality of instruction and teaching practices, (3) leadership development, and (4) enhancement of family/community engagement.** Additional strategies for needs identified for successful implementation are: PROMOTION - Develop marketing/recruitment campaign and implement with measureable goals and objectives to be assessed for effectiveness regularly. **SUSTAINABILITY** - Develop comprehensive and diversified funding plan and implement with measureable goals and objectives to be assessed for effectiveness regularly. **QUALITY ASSURANCE -** Ensure that staff is trained and appropriate to program need and ratio, with appropriate levels to be evaluated annually. **EXPANSION** - Continue to develop productive partnerships with external vendors and community partners. Campus improvement plans continuously inform planning and project feedback sessions between campus administration and service providers. The program was designed to meet the needs of the campus improvement plan; one example is proposed summertime academic enrichment and remediation opportunities. By providing a well-balanced program, we provide students with ample opportunity to grow academically, and provide many opportunities in the school program to follow the learning pace that is best suited for each student. We are committed to highly effective and rigorous interventions that meet the needs of students and empower them to meet academic standards in core subjects. Day to day responsiveness to participant feedback and the need for continuous improvement is vital for a successful program. Implementation of advancements will be continuous, and will include rigorous data collection; increased recruitment/enrollment, quality controls through staff training and continued support from the school district officials and personnel. To inform the continuous feedback and improvement cycle, data will be collected and reviewed regularly with the Project Director and Evaluator, with Critical Success Factors of TTIPS utilized as a checklist to ensure that all aspects of improvement are adequately addressed. Results will be analyzed with the project team monthly and shared with school staff during weekly staff meetings. Strategy sessions will be built around making responsible changes based on data. Overall, the Project Plan will be a living document that will be regularly updated based on the progress or challenges represented by the critical success factors for this funding program.

STAKEHOLDER INVOLVEMENT: Unique to this model is the high degree of collaboration among the school district, external vendors and community partners: the creation of a network of support that can insulate our students from academic dropout and prepare them for future success. This high degree of collaboration is necessary to achieve campus transformation and combat the minority achievement gap in our area.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 116107047110040	Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	**Improve literacy skills and strengthen program for ELL students** - In alignment with Critical Success Factors *"Improve Academic Performance", "Increase Learning Time", "Increase Teacher Quality"*	• Improve classroom instruction quality & teacher capacity for differentiated instruction • Implement TEKS aligned balanced literacy program • Create targeted intervention periods for students in language proficiency groups • Enable small-group instruction to provide academic intervention & to increase student interaction and vocabulary usage
2.	**Provide training for teachers and administration on use of data to improve instruction; empower school leadership to make positive changes in school management** - In alignment with Critical Success Factors *"Increase the Use of Quality Data to Drive Instruction", "Increase Leadership Effectiveness", "Increase Teacher Quality"* -	• Use data/ongoing monitoring systems to track reading progress • Build capacity for data analysis via Region I Success Training/Lead4Ward/consultants • Create systems such as Exit Ticket to daily inform instructional practices & guide differentiated instruction using real time data • Leadership Coaching such as Lead4Ward • Explore graduate level programs for teacher reward/support/growing future school leaders from within team
3.	**Improve teacher quality and effectiveness to improve daily instruction; Improve teacher morale, and retain and motivate staff toward higher performing vision** - In alignment with Critical Success Factors *"Improve Academic Performance", "Improve School Climate", "Increase Teacher Quality"*	• Staff development on instructional strategies including literacy & dual language instruction • Prof. development opportunities - Region I ELL Success/Sylvan Learning interventions/Lead4Ward • New teacher mentoring & action learning projects • Embedded training/other means to support/inspire teachers in transformation, during daily intervention time as possible • Collaborative planning • Overhaul appraisal instruments ensuring staff input
4.	**Build opportunities for family-school & community-school connections & supports; Provide school-wide interventions & supports re: character, behavior & study habits; Provide inspiration for students re: future education/career opportunities connected to Middle & High School transitions** - In alignment with Critical Success Factors *"Improve School Climate", "Increase Family & Community Engagement"*	• Institute PBIS & Core Values strategy school-wide • Provide time management & study skills instruction • Training in "GRIT" resiliency supports • STEM activities & college visits geared to career paths & future plans • Parent/Family supports and increased opportunity for parent/family input, including Parent Resource Room, adult basic & literacy education, Community Advisory Council, mentoring & HB5 preparation workshops
5.	**Provide additional opportunities for remediation and enrichment during the school day, after school, weekends & in summer** - In alignment with Critical Success Factors *"Improve Academic Performance", "Increased Learning Time"* -	Time for pull outs, Sylvan instructional supports & interventions added during the school-day & summer • Blended learning tools & technology to increase instructional time in classroom • Redesign of afterschool tutorials through use of tutors & technology • Summer calendar for remediation & enrichment opportunities

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Schedule #14—Management Plan		
County-district number or vendor ID: 116107047110040		Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	District Coordinator of School Improvement – DCSI required	Minimum Master's Degree in Education or related field required; 3 years' experience in school improvement role. Grant implementation and management/oversight experience required, previous success with parent engagement and classroom experience preferred. Must have proven success in turnaround setting and leadership training/qualities aligned to program goals.
2.	Project Director	Responsible for all aspects of grant management, implementation and fulfilling grant objectives. Master's in Education or related field preferred; requires Bachelor's in Education or related field, as well as minimum 3 years' experience in school improvement, grant implementation management/oversight. Preferred success with parent engagement and classroom experience.
3.	Project Coordinator	Assist PD with coordination of activities impacting academic performance & parent engagement. Implement student retention activities, match supports & resources to needs, promote student participation during school & extended day. Requires: 2 years education or non-profit social services experience & program coordination skills. Bilingual preferred..
4.	Teacher Supervisors (Instructional Coaches)	Implement grant objectives related to quality of instruction & student outcomes. Implement tools to boost quality of academic intervention & effectiveness of core instructional practices. Requires minimum Bachelor's; valid TX teaching cert., 5 years' teaching experience; content expertise; proven success in student achievement & coaching teachers of struggling students.
5.	Teacher Facilitators (Interventionists)	Responsible for targeted interventions for students in math & reading. Deliver accelerated instruction in pull out & small group math and reading interventions for highest need students; Must have: minimum Bachelor's degree; valid TX teaching cert. at least 3 years teaching experience; proven success in student achievement & motivating struggling students.
6.	Evaluator	Responsible for ongoing measurement of progress towards goals. Observe program execution, collect data & develop meaningful guidance for grant team & required TEA reports. Requires external audit, education & evaluation experience, prof. credentials beyond Bachelor's Degree; knowledge of TEA grant implementation & evaluation models; strong communication skills.
7.	Secretary / Administrative Assistant	Responsible for administrative functions. Duties include assisting with communication and outreach, data entry and reporting. Must possess strong problem solving skills, must be proficient in necessary office functions, and must be able to set good rapport with students, parents and grant partners. Associates Degree and bilingual ability preferred.
8.	Teachers & Tutors	Both are responsible for creating a culture of achievement and delivering quality instruction to help students reach success in every classroom. Teachers must have Bachelor's Degree, valid Texas teaching certificates, and subject matter proficiency. Tutors must have tutoring/mentoring experience and subject matter proficiency as well as a Bachelor's degree.
9.	Auxiliary Jobs: Comm. Liaison, Counselor, Social Worker	Assist counseling team in creating college readiness culture. Connect community partners to grant objectives, coordinate parent activities. Must have experience organizing events, grass-roots actions, connecting family needs to services, knowledge of HB5 & grad. requirements. All require Bachelor's, appropriate credentials & 3 years' experience. Bilingual preferred.
10.	Clerk	Responsible for data entry and clerical work required for reporting. Must have experience and be proficient in computer skills required for generating accurate reports.

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Schedule #14—Management Plan (cont.)	
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Part 2: External Providers. Describe the process used to recruit, select and provide oversight to external providers to ensure their quality. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

To achieve the goals and objectives identified in this grant, the project team undertook selection of external providers who could be helpful to the district through analysis of existing problems and development of future plans; identification and cross-fertilization of best practices, analytical techniques, change management and coaching skills, technology implementations, strategy development, or operational improvement. External providers were also asked to provide unbiased recommendations, and assist in identifying problems or suggest more effective or efficient ways of performing tasks. Consulting services were considered to cover all functional areas such as instruction, curriculum, and administration, and especially the Critical Success Factors of "Increase Use of Data to Drive Instruction," "Increase Teacher Quality" and "Increase Leadership Effectiveness"

Process used to recruit and select external providers:
The project team started by reviewing the needs assessment and arriving at the top priorities that could impact academic performance (see Schedule 13). The team inventoried resources and initiatives on campus that were either (1) delivering pockets of success and should be sustained, (2) promising practices that could be enhanced slightly, or (3) not linked to results and therefore, should be overhauled altogether. They then set out to collect best practices from other districts with similar demographics that have shown success in each of the categories that were prioritized as areas of need. A "wish list" was created for each category of need, and there were various external providers that the committee vetted for each priority. The providers selected were considered high quality and were systematically ranked "best in class" based on criteria which included but was not limited to (1) demonstrated track record of success; (2) reference checks through colleagues in other Texas school districts; and (3) reasonableness of cost. The team took the final step of validating final external providers through a comprehensive cost benefit analysis before deciding which partners to include in this proposal.

Process designed to provide oversight of external providers to ensure quality:
The external providers identified have agreed to the overall grant goals, as well as a set of individual performance measures, which will be part of their contract with the district. External providers are linked to Critical Success Factors as well as milestones in the grant, which will be the basis for periodic evaluation of progress of each provider. In addition, a site based team comprised of parents, students, teachers and administrators will participate in ongoing surveys and evaluations, which will serve as an additional barometer of satisfaction and effectiveness. These measures, along with data on student academic growth, will be weighted equitably to determine which external providers are best aiding student progress. The district will also retain the right to terminate a provider relationship with any entity that does not show progress towards agreed upon goals.

External Provider	Connection to Successful Implementation	Timeline for Involvement
Region One ESC	Regional Service center involvement with ELL strategies and other training expertise are critical to professional development goals in grant	All External providers were involved with the Project Team in the development of the grant, will be involved at the onset if funded, and will remain engaged throughout the grant period.
Sylvan Learning	Sylvan's area of expertise is differentiated instruction and targeted interventions. Their training models will help to institute systems that will completely reform the way we support struggling students. Their research based methodologies and 30 year-track record of effectiveness with districts with similar demographics are needed to kick off the program and drive student success.	
Dual Language Training Institute	DLTI will support an important initiative of raising literacy scores of our ELL population. Because over half of our student body is classified as ELL, the DLTI instructional strategies are crucial for effectively serving this target group.	
Consultants and Software Partners	The consultant responsible for carrying out staff development programs by the National Staff Devt Council (NSDC) and the consultant responsible to Project Evaluation are important to the grant goals. The Software partners identified are also needed for the blended learning model which is central to maximizing instruction and extended learning time.	

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Schedule #14—Management Plan (cont.)	
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Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The management plan for Santa Maria ISD's Texas Title I Priority Schools project for Tony Gonzalez Elementary School includes an ongoing monitoring and continuous improvement process to ensure that the grant-funded project meets and exceeds the grant goals and objectives. In the spirit of beginning with a clear vision of the end goal, our ongoing feedback and continuous improvement model is grounded on improving results in the State's key performance indices that were discussed and included in a table in the Executive Summary. All other short term and intermediate goals connect to that table, which is an important measure validating that children are leaving Elementary school with the skills needed to be successful in Middle School, High School, and ultimately College and/or Career. In addition, the following chart of STAAR targets provides the annual goals set by this project on the State's assessments for reading and math.

STAAR Targets for Santa Maria Middle School							
	Reading			Math			
Grade	Baseline	Year 1	Year 2	Year 3	Baseline	Year 1	Year 2	Year 3
3rd	48%	68	78	90	58%	68	78	90
4th	38%	60	75	90	43%	60	75	90
5th	51%	60	75	90	62%	75	85	90

PROCESS AND PROCEDURES IN PLACE: The overall responsibility for implementing the project's evaluation plan is held by the Project Director who will provide daily oversight of all staff activities and reports while maintaining progress toward goals. The Project Director will work closely with the project Evaluator who will be responsible for ensuring ongoing measurement of progress. The Evaluator will collect required data, and also will develop guidance for the grant team, as well as developing required reports to TEA. A key aspect of ensuring implementation fidelity and influencing overall campus improvements will be frequent and detailed monitoring of each of the programs' goals and objectives. District level Administrators, such as the District Coordinator of School Improvement (DCSI) and staff reporting directly to the Superintendent will observe program activities on-site at least once a week, which will provide frequent possibilities to observe problems with program execution. The Project Director will report weekly data points to administrators. This ongoing observation and feedback will be supplied to the Evaluator for a more in-depth review will take place on a monthly basis. The Evaluator will work with the Project Director to review and interpret project data, assist in completing all project reports, and advise project staff on managing the project from a data-driven perspective. Data sets will include but will not be limited to the TTIPS' Critical Success Factors and the project goals and milestones delineated in Schedule 16. Demonstrating the district's determination to instill a data-driven culture, systems and reports on student achievement have started during the current school year. Our bi-weekly content-level assessments, six-week grades, Fall and Spring benchmarks as well as other feedback are used as indicators to guide and inform instructional practices. While there is still great opportunity for further developing and upgrading these systems, we feel a strong foundation has been established this school year. Along with improved systematic data collection, this regular, frequent monitoring will ensure that continuous feedback is provided in a timely manner. Data collection timelines have been set by TEA, and means of meeting those timelines will be established with the Evaluator at the onset of the program for maximum use in the continuous feedback and improvement cycle. The results will be shared with staff during Project Team (this has already created during the development of this proposal) meetings which will provide an opportunity to review weekly data points aligned to grant goals. This Team will meet bi-weekly throughout the program implementation period to: identify program-wide needs, strategies, challenges and solutions; communicate about program activities, staffing, training opportunities; and monitor and adjust program activities as determined by data-indicated need. Meetings will continue throughout the project period and will include reports from the Project Director and the Project Evaluator as appropriate to ensure program compliance and necessary adjustments made in a timely manner. Adjustments made to project design will be built on making responsible changes based on data. If data reflects a need for change, we will initiate the creation of an action and communication plan to reach stakeholders and staff, as an essential facet of our system of continuous improvement. The Project Director will document program changes electronically and communicate changes to TEA as appropriate.

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Schedule #14—Management Plan (cont.)

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Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Describe how the LEA will provide continued funding and support to sustain the reform after the grant period ends. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Santa Maria ISD assures TEA that the grant-funded activities and Critical Success Factors will be sustained and funded at Tony Gonzalez Elementary after the conclusion of the TTIPS funding period. Santa Maria ISD plans to leverage and maximizing resources, partnerships and capacities established by this grant to maintain this program of school improvement and improved academic outcomes.

Like other school districts across Texas, Santa Maria ISD uses a variety of funding sources to support district initiatives including local, state and categorical funds. Santa Maria ISD will make it a priority to designate available funding to ensure the continuance of TTIPS program activities and continue their positive effect upon educational outcomes for its students, staff and families.

A critical part of the sustainability plan is to establish job-embedded professional development practices that stay in place after grant completion. Using multiple resources (consultants, training on data systems, Region I tools, etc.) we are building the capacity of our teachers and school leaders that they themselves identified as being lacking. In addition, by attending the State conference as well as networking with grantees that have successfully implemented the Transformation model, we will gain access to information and lessons learned that will help sustain student achievement.

As stated in our executive summary, our external partners play an important role: to help Gonzalez Elementary build capacity in a way that is sustainable even after grant cycle completion. We have deliberately selected vendors and tools that "teach us" how to improve scores rather than require us to outsource that task as part of their turnkey job.

Santa Maria ISD will continue to sustain grant elements that contribute to ongoing implementation of the seven critical success factors of TTIPS. Methods to be used include:

- Continue to improve academic performance and literacy through use of data-driven instruction and vertical alignment of curriculum;
- Continue to provide targeted academic interventions and teaching/learning tools as developed and tested through this grant;
- Continue to provide appropriate interventions and support for English Language Learners and Limited English Proficient students;
- Continue use of quality data to drive instruction through use of Exit Ticket system and other means to inform instructional practices;
- Continue to build upon capacity of staff to use data as basis for instruction;
- Continue leadership coaching and training opportunities for school administration and staff;
- Continue use of instructional coaches and lead teachers to improve teaching quality;
- Continue to incorporate increased learning time through blended learning, and both summer and school-day interventions and enrichment;
- Continue to build family and community engagement through Family Resource Room, Community Advisory Committee, school and community events, adults basic education opportunities; and educational workshops;
- Continue to improve school climate through use of PBIS and core value programs, student training in study skills, and motivational activities for staff;
- Continue to provide opportunities for students to experience college visits and STEM-related career information;
- Continue to increase teacher quality through a range of targeted professional development opportunities, instructional coaching, and incentives and other recruitment and retention strategies.

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Schedule #14—Management Plan (cont.)	
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Part 4: Sustainability and Commitment (cont). Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Describe how the LEA will provide continued funding and support to sustain the reform after the grant period ends. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Further, upon notice of funding, the Project Director will seek advice and council from the members of both the Project Team in order to identify and secure local, state, federal, and private funding to coordinate for grant sustainability and program continuation. Each quarter of the funding period, the Project Director will update the sustainability plan with additional resources and project partners and will secure commitments of continuation funding at all levels as appropriate.

All of the strategies and partners described in this grant were selected for their ability to drive success, and also for the alignment with current systems and resources available to the district. Our intention is to maximize grant funding and reform practices and change results long term, not to supplant resources for a temporary effect.

The SMISD Superintendent, board and administrative leadership are committed to implementing the Critical Success Factors of this program in order to address the multiple needs of Gonzalez Elementary and achieve it's overall goals of improving outcomes for it's community's children.

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	Schedule #15—Project Evaluation	

County-district number or vendor ID: 116107047110040 | Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process		Associated Indicator of Accomplishment
1.	**Project Specific Strategy:** Improve literacy scores via addition of instructional resources **Quantitative Measures:** State Standards Semester Benchmarks, 6-Week Grades, Bi-Weekly assessments in core classes	1.	Measures include but are not limited to STAAR baselines, benchmarks and final annual measures, which results in students pass rate as indicated on Schedule 14 (for grades 3rd-5th respectively – 68%/60%/ 60% Yr. 1 reading)
		2.	Increase English language proficiency ratings in TELPAS scores by 40% in Yr. 1
		3.	80% of 3rd-5th students consistently showing progress on benchmarks, 6 week grades and bi-weekly assessments in Reading/Writing
2.	**Project Specific Strategy:** Improve all academic outcomes through upgraded instructional calendar **Qualitative Measures:** Completed schedules & instructional plans, successful training logs, intervention program pre/post testing, QIR & EOY Grant Reports	1.	Establish new school schedule with periods for intervention, literacy, blended learning, small group instruction. Document ongoing assessments/6 wk. exams/STAAR benchmarks w/test samples & calendar.
		2.	Successful training completion on usage and maximization of supplemental resources by 100% of instructional staff
		3.	Track student progress by activity weekly w/partner tools - weekly exit ticket data, pre/post assessments via Pearson GMADE/GRADE, Compass Learning progress measures–result in 90% mastery at milestone measurements
3.	**Project Specific Strategy:** Meet the needs of our ELL students by improving the Bilingual Education program **Quantitative & Qualitative Measures:** Learning plans, unit assessments, TELPAS/ STAAR	1.	Document the development of individual student plans for each ELL student in grades 3-5 for 90% of ESL students meet standards on unit assessments
		2.	Using TELPAS writing rubric, 80% of ESL students in grades 3 -5 will meet or exceed standards as measured by STAAR benchmarks
		3.	75% of ESL students will pass reading, writing, math and science measuring the STAAR benchmarks and final assessments
4.	**Project Specific Strategies:** Increase quality of staff development and evaluation **Quantitative & Qualitative Measures:** STaR Chart growth, PD completion logs, evaluation instruments, classroom observations, surveys	1.	100% of teachers will meet or exceed expectations at the *Advanced* &*Targeted* levels of Teacher STaR Chart as a result of staff development.
		2.	100% of teachers will demonstrate proficiency in new instructional strategies - Scientific Spelling, Literacy centers, Language for Learning. 80% of students will increase 1/2 grade level in reading measured by AR.
		3.	Develop annual/semester/monthly PD calendars for instructional staff, with documentation of key initiatives: new teacher mentoring, "learning walks" to view instruction strategies, action learning, observation & feedback periods
5.	**Project Specific Strategy:** Motivate students, staff and community stakeholders to embrace a high performing vision **Quantitative & Qualitative Measures:** Surveys, non-cognitive assessments, participation logs, QIR & EOY Grant Reports	1.	Document student motivational strategies w/Student Engagement Scales & non-cognitive assessments (Search Institute 40 Developmental Assets), pre/post interventions
		2.	Document participation through sign in sheets and surveys for activities designed to motivate, engage and inspire families and staff to aim high (Academic pep-rallies and community STEM/college readiness events)
		3.	Document participation in voluntary activities (book clubs) promoting individual reading (sign in sheets, AR test results, individual/class reading achievements. Observation of adult with student readers for fluency.

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Schedule #15—Project Evaluation (cont.)	
County-district number or vendor ID: 116107047110040	Amendment # (for amendments only):

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Describe how the district will modify its practices or policies, if necessary, to enable schools to implement interventions fully and effectively. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PROCESS FOR COLLECTING: Purpose of the evaluation with Contracted Independent Evaluator will be twofold: (1) To collect, analyze, and provide reliable and valid data for Project Director and staff so that they can make sound decisions regarding the project; and (2) To meet the funding agency's requirements as outlined in the Texas Independent Evaluation Guide. The evaluation efforts will be guided by a set of questions based on the project goals and proposed outcomes as stated below. Stated study questions will be addressed and other questions will be developed relying on staff input and will adhere to acceptable research and evaluation principles. The evaluation plan consists of two major components: assessment of program implementation (process evaluation) and assessment of program impact (outcome evaluation). Both qualitative and quantitative techniques will be used in assessing implementation and program impact. The goals and objectives include improvement in academic achievement, attendance, promotion rates, teacher improvement and family/community engagement as measured by the following. An evaluation committee consisting of the independent evaluator, project director, an administrator and teacher. Decisions will be made utilizing the evaluation committee. Evaluation instruments include STAAR benchmarks and final results, student engagement scales, participant observation, attendance records for professional development, mentoring notes, classroom observation notes, student IEPs, description of program activities and number of participants served. Other data such as archival records that document training agendas, rosters, sign-in sheets with dates and locations will be utilized. The three proposed project outcomes to be measured and analyzed address the three most crucial areas identified in the needs assessment: 1) Academic Improvement; 2.) Teacher/Leader Development; 3) Family and Community Engagement. Timeline for Data Collection and Reporting includes evaluation monitoring visits every semester with the establishment of ongoing data collection benchmarks. Semester reports will be due one month after the semester closes, prior to TEA report due dates. Baseline measures will be established the first semester with last year's academic measures for identified students.

The methodology includes a proven approach used to determine the extent to which the implemented grant activities have an impact on student achievement. Comparison of measurements will be conducted to find whether differences exist between project schools and non-project control schools. State standardized test data and will be analyzed. STAAR test data for academic achievement in all tested areas for project and non-project students in grades 1 - 5 will be collected for the 2014-2015 school year as baseline data. Similar data will be collected each program year. According to the statistical model chosen, SPSS 20.0 statistical software and IBM Modeler (Clementine) will be used for data manipulation and to produce several analytical procedures that will be used in the presentation of evaluation data. Qualitative information will be gathered to measure (1) the level of implementation, and (2) the perception of staff, students and parents as to the effectiveness of program techniques/components. Observation instruments and questionnaires specially designed to measure these phenomena will be designed based on research-based approaches. To ensure that data are collected in an appropriate and reliable fashion, teachers will work directly with the Program Director to learn the evaluation system. The Project Director will be the liaison between the staff collecting data. Monthly meetings of the evaluation committee will provide the mechanism for continual feedback and improvement of the systemic change sought. Policy changes will be made based on the evaluation committee recommendations.

MODIFYING PRACTICES / MAKING CORRECTIONS: As previously stated, a weekly dashboard of key performance indicators will help identify problems, inform and prompt corrective actions. On a monthly basis the systems explained in Schedule 14, Part 3 (Feedback and Continuous Improvement) will allow the Project Director to work with a team to analyze opportunities for improving results. At the end of each semester, during the quarterly implementation reporting, as well as the end of the project year report, after all the necessary data are collected, analyzed, appropriately formatted, and summarized, a comprehensive written report will be prepared for dissemination to all appropriate stake holders. The report will include (1) the project's nature and its stated goals, (2) purpose of the evaluation and its guiding questions, (3) a thorough summary of findings, (3) a set of conclusions based on actual findings, and (4) recommendations, as necessary.

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County-district number or vendor ID: 116107047110040	Amendment # (for amendments only):

Part 1: Intervention Model to be Implemented – Indicate the model selected by the LEA/Campus for implementation.

☒ Transformation

☐ Turnaround

☐ Closure

☐ Restart

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Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.						
CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve Academic Performance	*Strengthen the School's Instructional Program*	1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	A. Review and ensure TEKS-aligned balanced literacy program in place for all students in core and intervention activities	08/2014	
			B. Implement Region I ELL Success Program and Dual Language Training Institute PD to better support ELL students	08/2014	05/2017
			C. Identify students through intervention model to receive Sylvan Learning research based targeted academic interventions and tutoring	08/2014	05/2017
			D. Identify and match all students in reading and math with appropriate research based blended learning activity through Compass Learning and Smarty Ants modules	08/2014	07/2017
			E.		
		2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	A. Implement Exit Ticket and student response system for teachers to track student progress and plan instruction/intervention	09/2014	
			B. Employ Imagine Learning tools to build individualized learning opportunities, differentiation and reporting for all classrooms	08/2014	07/2017
			C. Arrange blended learning activities and use of technology to enhance delivery	08/2014	07/2017
			D. Set up assessment calendar and align to previously described evaluation activities for grant objectives	08/2014	

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Use of Quality Data to Inform Instruction	Use of Data to Inform Instruction	1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	A. Implement training and track usage of DMAC Solutions Software for TEKS based instruction, assessments, and interventions for all programs	08/2014	07/2017
			B. Obtain additional support for optimal usage of TAIS system data and Performance Based Monitoring process to ensure instruction alignment with TEKS	08/2014	07/2015
			C. Utilize TAPR data to compare local results to region and State	08/2014	07/2017
			D. Use external partner tools to validate placement and fluid movement of students through RTI model (Exit Ticket, Sylvan, and blended learning programs provides daily data on student progress)	08/2014	07/2017
			E.		
		2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	A. Increase productive use of data through consultant and various Regional Service Center data analysis/usage trainings	07/2014	07/2017
			B. Integrate Lead4Ward systems to build assessment knowledge, data analysis/usage skills at the teacher and school leader level	07/2014	07/2017
			C. Monitor assessment results and overall progress of interventions and blended learning model for effectiveness and direct impact on student scores	08/2014	07/2017
			D.		
			E.		

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CSF	**Turnaround Principle**	**Federal Transformation Requirement**	**Strategy / Intervention**	**Begin Date MM / YY**	**End Date MM / YY**
Increase Leadership Effectiveness	*Providing strong leadership*	1. Replace the principal who led the school prior to the commencement of the transformation model.	School Principal was hired this year therefore can be retained if results meet growth expectations.	*If Needed	
		2. Use rigorous, transparent, and equitable evaluation systems for principals that take into account data on *student growth* as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and are designed and developed with teacher and principal involvement Definition: *Student growth* means the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.	A. Solicit principal input in the creation of 360 evaluation systems for principal	07/2014	
			B. Obtain teacher/staff input into development of appraisal system	07/2014	
			C. Target SMISD Leadership Competencies through "exceeds performance" results on evaluations	07/2014	07/2017
			D. Identify and assign training workshops such as Distributed Leadership, Professional Learning Communities, Action Learning	07/2014	07/2017
			E. Ensure systems exist for use of data monitoring to track student progress	07/2014	07/2017
			F.		
			G.		
			H.		

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Increase Leadership Effectiveness	*Providing strong leadership*	3. Identify and reward school leaders who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	A. Develop school-wide leadership program where most successful teachers are supported in creating best practice models	09/2014	07/2017
			B. Develop and launch "Master Teacher/Action Learning Initiatives" program on campus	10/2014	07/2017
			C. Leadership Coaching through qualified consultant	08/2014	07/2017
			D. Create incentive program that includes subsidized graduate level education for all high performing staff	08/2014	07/2017
		4. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.	A. Allow for creative staffing models for this campus to meet grant objectives	08/2014	07/2017
			B. Encourage creative redesign of instructional schedule and school calendar	08/2014	07/2017
			C.		
			D.		

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Learning Times	Redesigned School Calendar	1. Establish schedules and strategies that provide increased learning time (using a longer day, week or year)	A. Redesign schedule to include school-day intervention time and longer core instruction periods especially for literacy blocks, as well as opportunity for pull outs and targeted differentiation and small group instruction	07/2014	07/2017
			B. Introduce Summer calendar for remediation and enrichment	07/2015	07/2017
			C. Redesign afterschool and Saturday tutorials with tutors and technology	08/2014	05/2017
		2. Provide additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.	A. Add blended learning tools (using technology and teacher/tutors) to increase instructional opportunity and optimize differentiation in the classroom	08/2014	07/2017
			B. Incorporate Sylvan Learning interventions into school day instructional periods	08/2014	07/2017
			C. Additional pull-out supports incorporated into the school day	08/2014	07/2017
		3. Provide Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.	A. Develop partnerships with area groups to provide free enrichment activities afterschool	09/2014	07/2017
			B. Schedule activities at the local University including but not limited to STEM and Library events on campus	08/2014	07/2017
			C. Extend instructional calendar via new summer programs and schedules	07/2015	07/2017
			D. Grant budget includes funds to support extended learning time activities	07/2014	07/2017

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		4. Provide additional time for teachers to collaborate, plan, and engage in professional development within and across grades and subjects.	A. Catalogue all opportunities for job embedded training during school-day intervention time, as well as out of school and in-service trainings	07/2014	07/2017
			B. Secure opportunities for collaborative planning amongst teachers during weekly meetings	07/2014	07/2017
			C. Implement training calendar for ELL and Data analyses activities previously described	07/2014	07/2017
			D. Design coaching schedule for teacher supervisor/instructional coaches to observe instruction and provide feedback regularly	08/2014	07/2017
			D. Designate a staff development room with resources for ongoing training	08/2014	07/2017

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Parent / Community Engagement	*Ongoing Family and Community Engagement*	1. Provide ongoing mechanisms for family engagement	A. Establish and maintain Parent Resource Room on campus	07/2014	07/2017
			B. Schedule quarterly/seasonal Academic "Pep Rallies" and invite families to celebrate student and campus wide achievements	07/2014	07/2017
			C. Schedule Parent Education Workshops on various topics resulting from surveys and ongoing research of needs	07/2014	07/2017
			D. Conduct regular grade specific assemblies to recognize student achievement	07/2014	07/2017
			E. Add Adult Basic Education classes for families	08/2014	05/2017
			F. Promote participation in parent events at the local University and Community College	08/2014	07/2017
			G. Increase family communication modes and frequency	08/2014	07/2017
		2. Provide ongoing mechanisms for community engagement	A. Develop and launch Community Advisory Council	08/2014	07/2017
			B. Explore mentoring activities with community involvement	10/2014	07/2017
			C. Hold public sessions on House Bill 5 graduation requirements	010/2014	05/2017
			D. Incorporate activities from South Texas Literacy Coalition education for local families	08/2014	07/2017
			E. Form alliances with local partners in areas such as health care and social services	08/2014	07/2017
			F. Invite elected leaders to visit campus, and interact with students	08/2014	07/2017

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve School Climate	*Improve School Climate*	Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization.	A. Institute "GRIT" strategy where students are accountable for actions resulting in resilience	08/2014	07/2017
			B. Implement Positive Behavior Interventions and Supports	08/2014	07/2017
			C. Arrange College visits and STEM activities geared toward future careers	08/2014	07/2017
			D. Plan activities supporting initiatives such as motivational speakers, Core Values, Study Skills and Time Management Workshops	08/2014	07/2017
			E. Embed staff motivation strategies and motivational speakers in teacher training to increase morale and drive	08/2014	07/2017

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CSF	**Turnaround Principle**	**Federal Transformation Requirement**	**Strategy / Intervention**	**Begin Date MM / YY**	**End Date MM / YY**
Increase Teacher Quality	*Ensure Effective Teachers*	1. Use rigorous, transparent, and equitable evaluation systems for teachers that take into account data on *student growth* as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and are designed and developed with teacher and principal involvement Definition: *Student growth* means the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.	A. Gather input from staff and other TIPS districts on teacher appraisal instruments	07/2014	09/2014
			B. Overhaul current evaluation and appraisal system based on feedback collected	10/2014	12/2014
			C. Set up dashboards for data/ongoing monitoring systems to track student progress by teacher	08/2014	07/2017
			D. Implement training in data analysis for principal and teachers from from Lead4Ward, Region I, and other consultants	08/2014	07/2017
			E. Incorporate feedback/data from program evaluator in regular faculty meetings	08/2014	07/2017
			F. Set up observation and coaching systems for teachers for entire school year by creating measurable objectives and actionable individual plans	08/2014	07/2017
			G. Set up staff development calendar for teachers for entire school year	08/2014	07/2017
			H.		

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	*Ensure Effective Teachers*	2. Identify and reward teachers and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	A. Identify successful teachers in each program area who create best practice models for school	08/2014	07/2017
			B. Hire and train Master Teachers or Instructional Coaches and identify matches for mentoring of new teachers	08/2014	08/2014
			C. Develop system for incentives including but not limited to graduate school and other professional support	08/2014	08/2014
			D. Establish evaluative process with teacher removal option	08/2014	08/2014
		3. Provide staff ongoing, high quality, job-embedded professional development (*e.g.,* regarding subject specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	A. Schedule Region I ELL Success training and observations of teachers	07/2014	07/2017
			B. Schedule Teacher training in Sylvan Learning instructional models	08/2014	07/2017
			C. Schedule Lead4Ward Trainings	07/2014	07/2017
			D. Schedule other consultants for professional development activities	08/2014	07/2017
			E. Schedule Dual Language Training Institute on strategies and tools for effectiveness with ELL literacy needs	08/2014	07/2017
			F. Provide opportunities for embedded staff development during day-time intervention periods	08/2014	07/2017

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Increase Teacher Quality	*Ensure Effective Teachers*	4. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation / turnaround school.	A. Create incentive program that includes subsidized graduate level education for all high performing staff	08/2014	
			B. Identify other rich professional development opportunities for teachers	08/2014	07/2017
			C. Solicit staff input during transformation process to promotes morale/motivation and investment on overall direction of grant	08/2014	07/2017
			D. Ensure job-embedded professional development is offered during school-day instruction time when interventionists are working with children	08/2014	07/2017

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CSF	**Turnaround Principle**	**Federal Turnaround Requirement**	**Strategy / Intervention**	**Begin Date MM / YY**	**End Date MM / YY**
Improve Academic Performance	*Strengthen the School's Instructional Program*	1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	A.		
			B.		
			C.		
			D.		
			E.		
		2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	A.		
			B.		
			C.		
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Increase Use of Quality Data to Inform Instruction	*Use of Data to Inform Instruction*	1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	A.		
			B.		
			C.		
			D.		
			E.		
		2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	A.		
			B.		
			C.		
			D.		
			E.		

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Increase Leadership Effectiveness	*Providing strong leadership*	1. Replace the principal.	*Provide name and date of hire for principal or date of anticipated replacement:*		
		2. Grant principal sufficient operational flexibility (including in staffing, calendars / time, and budgeting) to implement a fully comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates.	A.		
			B.		
			C.		
			D.		
			E.		
		3. Adopt a new governance structure, which may include, but it not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability	A.		
			B.		
			C.		
			D.		
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Increase Learning Time	*Redesigned School Calendar*	1. Establish schedules and strategies that provide increased learning time (using a longer day, week or year)	A.			
			B.			
			C.			
		2. Provide additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.	A.			
			B.			
			C.			
		3. Provide Additional time for instruction in other subjects and enrichment activities that contribute to a well rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.	A.			
			B.			
			C.			
		4. Provide additional time for teachers to collaborate, plan, and engage in professional development within and across grades and subjects.	A.			
			B.			
			C.			

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Increase Parent / Community Engagement	*Ongoing Family and Community Engagement*	Provide appropriate community-oriented services and supports for students.	A.		
			B.		
			C.		
			D.		
			E.		
Improve School Climate	*Improve School Climate*	Provide appropriate social-emotional services and supports for students.	A.		
			B.		
			C.		
			D.		
			E.		

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2014–2017 Texas Title I Priority Schools, Cycle 3

Schedule #16—Responses to Statutory Requirements					
County-district number or vendor ID:			Amendment # (for amendments only):		
Part 2: Intervention Model Requirements and Timeline (TURNAROUND MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.					
CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	*Ensure Effective Teachers*	1. Using locally adopted competencies to measure effectiveness of staff who can work within the turnaround environment to meet the needs of students, screen all existing staff and rehire no more than 50 percent.	A.		
			B.		
			C.		
			D.		
		2. Using locally adopted competencies to measure effectiveness of staff who can work within the turnaround environment to meet the needs of students, select new staff.	E.		
			F.		
			G.		
			H.		

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CSF	**Turnaround Principle**	**Federal Turnaround Requirement**	**Strategy / Intervention**	**Begin Date MM / YY**	**End Date MM / YY**
Increase Teacher Quality	*Ensure Effective Teachers*	3. Provide staff ongoing, high quality, job-embedded professional development (*e.g.*, regarding subject specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	A.		
			B.		
			C.		
			D.		
			E.		
		4. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a turnaround school.	A.		
			B.		
			C.		
			D.		

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Part 2: Intervention Model Requirements and Timeline (RESTART MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.				
Federal Restart Model Requirements: A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process (A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools, An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA.) A restart model must enroll, within the grade a it serves, any former student who wishes to attend the school.				

CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve Academic Performance	*Strengthen the School's Instructional Program*	A.		
		B.		
		C.		
		D.		
		E.		
Increase Use of Quality Data to Inform Instruction	*Use of Data to Inform Instruction*	A.		
		B.		
		C.		
		D.		
		E.		

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CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	*Providing strong leadership*	A.		
		B.		
		C.		
		D.		
		E.		
Increase Learning Time	*Redesigned School Calendar*	A.		
		B.		
		C.		
		D.		
		E.		

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CSF	**Turnaround Principle**	**Strategy / Intervention**		**Begin Date MM / YY**	**End Date MM / YY**
Increase Parent / Community Engagement	*Ongoing Family and Community Engagement*	A.			
		B.			
		C.			
		D.			
		E.			
Improve School Climate	*Improve School Climate*	A.			
		B.			
		C.			
		D.			
		E.			

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CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	*Ensure Effective Teachers*	A.		
		B.		
		C.		
		D.		
		E.		

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Part 2: Intervention Model Requirements and Timeline (CLOSURE MODEL)— Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.				
Federal Closure Model Requirements: School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.				
CSF	**Turnaround Principle**	**Strategy / Intervention**	**Begin Date MM / YY**	**End Date MM / YY**
Improve Academic Performance	*Strengthen the School's Instructional Program*	A.		
		B.		
		C.		
		D.		
		E.		
Increase Use of Quality Data to Inform Instruction	*Use of Data to Inform Instruction*	A.		
		B.		
		C.		
		D.		
		E.		

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CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	Providing strong leadership	A.		
		B.		
		C.		
		D.		
		E.		
Increase Learning Time	Redesigned School Calendar	A.		
		B.		
		C.		
		D.		
		E.		

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CSF	**Turnaround Principle**	**Strategy / Intervention**	**Begin Date MM / YY**	**End Date MM / YY**
Increase Parent / Community Engagement	*Ongoing Family and Community Engagement*	A.		
		B.		
		C.		
		D.		
		E.		
Improve School Climate	*Improve School Climate*	A.		
		B.		
		C.		
		D.		
		E.		

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CSF	**Turnaround Principle**	**Strategy / Intervention**	**Begin Date MM / YY**	**End Date MM / YY**
Increase Teacher Quality	*Ensure Effective Teachers*	A.		
		B.		
		C.		
		D.		
		E.		

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 116107047110040	Amendment # (for amendments only):

Part 3: District Capacity: Describe the actions the district has taken, or will take, to determine its capacity to provide adequate resources and related support to the applicant priority school in order to implement, fully and effectively, the required activities of the school intervention model it has selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Santa Maria ISD has the capacity to use grant funds to provide adequate resources and related supports for Tony Gonzalez Elementary, in order to implement, fully and effectively, the required activities of the School Transformation Model. With the approval and support of the district Superintendent and the School Board, Santa Maria ISD will undertake a comprehensive initiative to achieve the goals of this grant and to fulfill all Critical Success Factors. Santa Maria ISD supports nearly 750 students who are almost exclusively from low-income backgrounds, and 120 employees of whom half are teachers. The district a single elementary school, a middle school with grades 6-8, and a high school. The district was fortunate to have received a TTIPS Cycle 2 grant for its middle school for school in 2011. It has succeeded in fulfilling the resources and supports necessary for that grant to achieve its goals and therefore has proven capacity to fulfill the requirements of the current application. The district employees qualified personnel to operate the day-to-day business of its different departments including transportation and food service, and to manage student support services through various funding streams and departments such as the Migrant Department, Parent Involvement, and Texas ACE funding.

As a preemptive measure of responsible management, Santa Maria ISD assembled a Project Team to conceptualize the program to be implemented. The Team conducted a comprehensive needs assessment of the targeted campus and matched design elements (e.g., resources and related services/support) of the program to the identified needs. The Team will continue to be instrumental during grant implementation as part of the continuous assessment and improvement strategies, and as the project evolves. Members of the team include: the Principal, key instructional staff, teachers and counseling staff. This Team will evolve into the Project Team with the addition of staff to be hired through this grant.

The District is organized to facilitate the provision of adequate resources and related services to support the campus in its reform efforts. Therefore, the management infrastructure will align with the elementary school campus to implement the required activities of the TEA Transformation Model and its Critical Success Factors and Milestones. Principal and teachers will access multiple resources through this grant to supplement existing school assets, including various trainings to build capacity to utilize data to improve instruction, increase quality of instruction, increase effectiveness of school leadership and improve the academic performance of the school's students.

To ensure adequate resources and related services are implemented according to the design of the project, proper training on all products and services delivered through programming activities will be sought and secured. Project Coordinator will monitor expenditures on a weekly basis and perform routine random walk-throughs to check for proper implementation practices. The linkage of the required District Coordinator of School Improvement to the exiting organizational structure and feedback process lends itself to high capacity management. Furthermore, internal continuous monitoring and evaluation will be conducted to inform the program for continuous improvement. Capacity measures will be taken and detailed in quarterly reports, the grant management team will consider recommendations and act on them if deemed necessary for program improvement and successful implementation.

Last but not least, the district is committed to providing the operational flexibility and taking board action as needed (i.e. compensation, evaluation and instructional schedule/calendar) to achieve the goals of the model we've selected. Santa Maria ISD is in the process or implementing or has successfully managed other grant funded projects such as entitlement and formula funds, Migrant, Special Ed., Texas ACE, Vision 2020 Immersion, Target Tech in Texas (T3), GEAR UP and others.

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Part 4: Pre-implementation Timeline (OPTIONAL): Provide a description and timeline of activities that the campus will conduct, or has conducted, during the Spring and /or Summer of 2014 in order to prepare for full implementation of the selected intervention model during the 2014-2015 school year. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Our request to begin two projects during pre-award, and at the announcement of the grantees revolves around needing to place important professional development pieces in place before the school year starts. Out goal is to increase the readiness of teachers as they return to campus for a new school year. Specifically we request the pre-implementation start of Region One trainings and Lean4Ward trainings that are already scheduled for late July. We feel this will position us for success as we build on this strong foundation with other resources and tools identified.

If the agency does not deem this possible, we will work with the external partners to schedule trainings in a way that does not impede progress and/or interfere with instructional plans at the start of the year.

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Schedule #18—Equitable Access and Participation			
County-District Number or Vendor ID: 116107047110040	Amendment number (for amendments only):		

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	☒	☒	☒

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	☐	☐	☐
A02	Provide staff development on eliminating gender bias	☐	☐	☐
A03	Ensure strategies and materials used with students do not promote gender bias	☐	☐	☐
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	☐	☐	☐
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	☐	☐	☐
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	☐	☐	☐
A99	Other (specify)	☐	☐	☐

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	☐	☐	☐
B02	Provide interpreter/translator at program activities	☐	☐	☐
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	☐	☐	☐
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	☐	☐	☐
B05	Develop/maintain community involvement/participation in program activities	☐	☐	☐
B06	Provide staff development on effective teaching strategies for diverse populations	☐	☐	☐
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	☐	☐	☐
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	☐	☐	☐
B09	Provide parenting training	☐	☐	☐
B10	Provide a parent/family center	☐	☐	☐
B11	Involve parents from a variety of backgrounds in decision making	☐	☐	☐

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Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	☐	☐	☐
B13	Provide child care for parents participating in school activities	☐	☐	☐
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	☐	☐	☐
B16	Offer computer literacy courses for parents and other program beneficiaries	☐	☐	☐
B17	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☐
B18	Coordinate with community centers/programs	☐	☐	☐
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	☐	☐	☐
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	☐	☐	☐
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	☐	☐	☐
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	☐	☐	☐
B99	Other (specify)	☐	☐	☐

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	☐	☐	☐
C02	Provide counseling	☐	☐	☐
C03	Conduct home visits by staff	☐	☐	☐
C04	Provide flexibility in scheduling activities	☐	☐	☐
C05	Recruit volunteers to assist in promoting gang-free communities	☐	☐	☐
C06	Provide mentor program	☐	☐	☐
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☐	☐	☐

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Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	☐	☐	☐
C09	Conduct parent/teacher conferences	☐	☐	☐
C10	Strengthen school/parent compacts	☐	☐	☐
C11	Establish partnerships with law enforcement agencies	☐	☐	☐
C12	Provide conflict resolution/peer mediation strategies/programs	☐	☐	☐
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	☐	☐	☐
C99	Other (specify)	☐	☐	☐

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	☐	☐	☐
D02	Provide counseling	☐	☐	☐
D03	Conduct home visits by staff	☐	☐	☐
D04	Recruit volunteers to assist in promoting drug-free schools and communities	☐	☐	☐
D05	Provide mentor program	☐	☐	☐
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☐	☐	☐
D07	Provide community service programs/activities	☐	☐	☐
D08	Provide comprehensive health education programs	☐	☐	☐
D09	Conduct parent/teacher conferences	☐	☐	☐
D10	Establish school/parent compacts	☐	☐	☐
D11	Develop/maintain community partnerships	☐	☐	☐
D12	Provide conflict resolution/peer mediation strategies/programs	☐	☐	☐
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	☐	☐	☐
D99	Other (specify)	☐	☐	☐

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	☐	☐	☐
E02	Provide program materials/information in Braille	☐	☐	☐

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	☐	☐	☐
E04	Provide program materials/information on tape	☐	☐	☐
E05	Provide staff development on effective teaching strategies for visual impairment	☐	☐	☐
E06	Provide training for parents	☐	☐	☐
E07	Format materials/information published on the internet for ADA accessibility	☐	☐	☐
E99	Other (specify)	☐	☐	☐

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	☐	☐	☐
F02	Provide interpreters at program activities	☐	☐	☐
F03	Provide captioned video material	☐	☐	☐
F04	Provide program materials and information in visual format	☐	☐	☐
F05	Use communication technology, such as TDD/relay	☐	☐	☐
F06	Provide staff development on effective teaching strategies for hearing impairment	☐	☐	☐
F07	Provide training for parents	☐	☐	☐
F99	Other (specify)	☐	☐	☐

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	☐	☐	☐
G02	Expand tutorial/mentor programs	☐	☐	☐
G03	Provide staff development in identification practices and effective teaching strategies	☐	☐	☐
G04	Provide training for parents in early identification and intervention	☐	☐	☐
G99	Other (specify)	☐	☐	☐

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	☐	☐	☐
H02	Provide staff development on effective teaching strategies	☐	☐	☐
H03	Provide training for parents	☐	☐	☐
H99	Other (specify)	☐	☐	☐

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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	☐	☐	☐
J02	Ensure all physical structures are accessible	☐	☐	☐
J99	Other (specify)	☐	☐	☐

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	☐	☐	☐
K02	Develop and implement a truancy intervention plan	☐	☐	☐
K03	Conduct home visits by staff	☐	☐	☐
K04	Recruit volunteers to assist in promoting school attendance	☐	☐	☐
K05	Provide mentor program	☐	☐	☐
K06	Provide before/after school recreational or educational activities	☐	☐	☐
K07	Conduct parent/teacher conferences	☐	☐	☐
K08	Strengthen school/parent compacts	☐	☐	☐
K09	Develop/maintain community partnerships	☐	☐	☐
K10	Coordinate with health and social services agencies	☐	☐	☐
K11	Coordinate with the juvenile justice system	☐	☐	☐
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
K99	Other (specify)	☐	☐	☐

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	☐	☐	☐
L02	Establish partnerships with parents of highly mobile families	☐	☐	☐
L03	Establish/maintain timely record transfer system	☐	☐	☐
L99	Other (specify)	☐	☐	☐

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	☐	☐	☐
M02	Conduct home visits by staff	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 116107047110040		Amendment number (for amendments only):		

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	☐	☐	☐
M04	Conduct parent/teacher conferences	☐	☐	☐
M05	Establish school/parent compacts	☐	☐	☐
M06	Provide parenting training	☐	☐	☐
M07	Provide a parent/family center	☐	☐	☐
M08	Provide program materials/information in home language	☐	☐	☐
M09	Involve parents from a variety of backgrounds in school decision making	☐	☐	☐
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☐
M11	Provide child care for parents participating in school activities	☐	☐	☐
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	☐	☐	☐
M14	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☐
M15	Facilitate school health advisory councils four times a year	☐	☐	☐
M99	Other (specify)	☐	☐	☐

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	☐	☐	☐
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups	☐	☐	☐
N03	Provide mentor program for new teachers	☐	☐	☐
N04	Provide intern program for new teachers	☐	☐	☐
N05	Provide an induction program for new personnel	☐	☐	☐
N06	Provide professional development in a variety of formats for personnel	☐	☐	☐
N07	Collaborate with colleges/universities with teacher preparation programs	☐	☐	☐
N99	Other (specify)	☐	☐	☐

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	☐	☐	☐
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	☐	☐	☐

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations and newspapers about program activities/benefits	☐	☐	☐
P99	Other (specify)	☐	☐	☐

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	☐	☐	☐
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☐
Q03	Conduct program activities in community centers and other neighborhood locations	☐	☐	☐
Q99	Other (specify)	☐	☐	☐

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	☐	☐	☐
	Other strategy			
Z99	Other barrier	☐	☐	☐
	Other strategy			
Z99	Other barrier	☐	☐	☐
	Other strategy			
Z99	Other barrier	☐	☐	☐
	Other strategy			
Z99	Other barrier	☐	☐	☐
	Other strategy			
Z99	Other barrier	☐	☐	☐
	Other strategy			
Z99	Other barrier	☐	☐	☐
	Other strategy			
Z99	Other barrier	☐	☐	☐
	Other strategy			
Z99	Other barrier	☐	☐	☐
	Other strategy			
Z99	Other barrier	☐	☐	☐
	Other strategy			

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